DOCUMENT RESUME

ED 344 960 UD 028 628

AUTHOR Li, Keh-nan; Patton, David
TITLE Asian Remedial Plan: Compliance Report. Report No. 9204.
INSTITUTION Philadelphia School District, PA. Office of Assessment.
PUB DATE Sep 91
NOTE 20p.; For related documents, see UD 028 623-627.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Ancillary School Services; *Asian Americans; Communication Problems; Compliance (Legal); Elementary Secondary Education; *English (Second Language); Interpreters; *Limited English Speaking; *Parent Participation; Parent School Relationship; *Program Effectiveness; Program Evaluation; Remedial Programs; School Districts; Urban Schools; Vocational Education
IDENTIFIERS Language Minorities; *Philadelphia School District PA

ABSTRACT

This report describes the following four areas of compliance in the Philadelphia (Pennsylvania) public school Remedial Plan for Services to Asian Limited English Proficiency students: (1) vocational support services; (2) Welcome Centers; (3) communications; and (4) overage youth. Data were obtained through interviews with key program personnel, reviews and analyses of program documents and computerized file data, responses to Compliance Checklists, and data from the Student Information Management and Evaluation System. The following results are highlighted: (1) the Vocational Support Services Program offered three instructional alternative models to 178 limited English speaking students during the 1990-91 school year; (2) all 32 New Instructional Model schools used Welcome Center test data in making English-as-a-Second-Language (ESOL) placement decisions; (3) Welcome Center test data were made available to students' subject content teachers; (4) 26 schools used translations of all form letters and report cards in the students' native languages; (5) 31 schools provided translators for non-English speaking parents at parent-educator meetings and conferences; and (6) six percent of kindergarten through fourth grade students were overage, five percent of kindergarten through eighth grade students were overage, and 42.5 percent of high school students were overage. Statistical data are provided in seven tables. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED344960

The School District of Philadelphia

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Accountability and Assessment

Report No. 9204

Asian Remedial Plan Compliance Report September, 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. Davidoff
Philadelphia Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UD 028 628

Office of Accountability and Assessment

BEST COPY AVAILABLE

THE SCHOOL DISTRICT OF PHILADELPHIA

Superintendent of Schools
Dr. Constance E. Clayton

BOARD OF EDUCATION

Dr. Ruth W. Hayre, President
Andrew N. Farnese, Esq., Vice President
Mr. Stanley E. Abelson
Mr. Floyd Alston
Mrs. Debra A. Kahn
Rotan E. Lee, Esq.
Dr. Thomas A. Mills
Mrs. Ernestine J. Rouse
Dr. Christine Torres-Matrullo

Dr. Constance E. Clayton
Secretary and Treasurer
Superintendent of Schools

OFFICE OF ACCOUNTABILITY AND ASSESSMENT

Dr. Rita C. Altman, Associate Superintendent
for Accountability and Assessment

Dr. Thai van Nguyen, Coordinator
Office of Language Minority Programs

OFFICE OF ASSESSMENT

Mr. Spencer H. Davis, Director
Office of Assessment

Dr. Stephen H. Davidoff, Director
Educational Programs Research Unit

Report Prepared By:

Keh-nan Li, Research Assistant
David Patton, Research Assistant

ESOL/Bilingual Evaluation Unit:

Judy Goodwin, Research Associate
Jacqueline Landau, Research Assistant
Keh-nan Li, Research Assistant
David Patton, Research Assistant

TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY	i
INTRODUCTION	1
I. VOCATIONAL SUPPORT SERVICES	2
II. WELCOME CENTERS	6
III. COMMUNICATIONS	9
IV. OVERAGE YOUTH	13

EXECUTIVE SUMMARY

This report deals with four areas of compliance outlined in the Remedial Plan for Services to Asian LEP Students: Vocational Support Services, Welcome Centers, Communications, and Overage Youth.

During the 1990-91 school year, the Vocational Support Services Program continued to offer three instructional alternative models to LEP students. They included the AM/PM Model, the Extended Day Model and the Area Vocational Technical School Model. Fourteen Asian students were enrolled in the AM/PM Model, one hundred and twenty-five Asian students in the Extended Day Model, and thirty-nine Asian students in the Area Vocational Technical School Model.

Information regarding the Welcome Centers and Communications was obtained from Compliance Checklists completed on a quarterly basis from October 1990 through June 1991. An analysis of this data indicated that by June 1991:

(1) All of the thirty-two New Instructional Model (NIM) Schools reported that for all students referred through the Welcome Centers, test data from the Centers were used in making ESOL placement decisions.

(2) All of the schools reported that for all students referred through the Welcome Centers, test data from the Centers were made available to the students' subject content teachers.

(3) Twenty-six schools reported that translations of all form letters and report cards into the students' native languages were available and in use. The six remaining schools reported that some form letters but not report cards had been translated.

(4) Thirty-one schools reported that translators were provided for non-English speaking parents at all report card conferences, change of program conferences, disciplinary meetings and other meetings addressing individual student needs. The remaining school indicated that time constraints made it difficult to acquire translators.

The numbers and percentages of overage Asian LEP students at those NIM Schools whose highest grade was 4th, 8th or 12th were analyzed. Overage students are those students who are one or more years older than their peers. The analysis indicated that 15 of 246 students (6%) were overage in K-4 schools, 49 of 946 students (5%) were overage in K-8 or 5-8 schools, and 282 of 663 students (42.5%) were overage in 9-12 schools.

INTRODUCTION

Data for four compliance areas specified in the Remedial Plan for Services to Asian LEP Students were collected and analyzed. These areas consisted of Vocational Support Services, Welcome Centers, Communications and Overage Youth.

Data needed to prepare the section of the report dealing with Vocational Support Services were obtained through interviews with key program personnel, as well as reviewing and analyzing relevant program documents and computerized file data.

The information regarding the Welcome Centers and Communications was taken directly from responses to questions on Compliance Checklists which were completed at each New Instructional Model (NIM) school on a quarterly basis. Data from the October 1990 through June 1991 checklists were collected and analyzed.

Data showing the distribution of overage Asian LEP students attending NIM schools were obtained from the Student Information Management and Evaluation System, Office of Assessment and Accountability.

I. VOCATIONAL SUPPORT SERVICES

A. What vocational support services were offered to Asian LEP students?

In order to prepare this section of the report, the following staff were interviewed: the Coordinator of Vocational Support Services for LEP students, the Coordinator of Vocational Support Services at South Philadelphia High School, a Bilingual Community Special Aide from JFK Center and the Research Associate for Vocational Education. In addition, relevant documents were reviewed and analyzed, such as "A Comprehensive Five Year Plan for Providing and Expanding Vocational Education and Support Services to LEP Students," and the draft revisions of this plan. Student data were obtained from a computerized file maintained by the Research Associate for Vocational Education.

Outreach activities by program staff for the 1990-91 school year consisted of: 1) disseminating information in the form of brochures, flyers and newsletters to schools, parents and the Asian community in different Asian languages, 2) providing ESOL students with oral and video presentations and brochures of the program, and 3) organizing tours for parents and students to the Randolph Skills Center and Bok Vocational Technical School.

During the 1990-91 school year, the School District of Philadelphia's Division of Career and Vocational Education continued to offer vocational support services to LEP students through three instructional alternative models: Model 1: AM/PM, Model 2: Extended Day, and Model 3: Area Vocational-Technical School (AVTS).

The AM/PM Model is an instructional option for students at ESOL Level 4. Students spent the early morning periods at the home school and then traveled to the Randolph Skills Center for the vocational program. Fourteen Asian students from NIM schools were enrolled in this model during the 1990-91 school year (see Table 1A.)

The Extended Day Model is a sheltered instructional option. Any ESOL 1, 2 or 3 student who expresses the desire to go to the program is accepted. Students study all academics at the home school in sheltered or co-taught classes during the morning session. In the early afternoon, students travel to the Randolph Skills Center for occupational training which is a sheltered class activity. With the help of bilingual classroom assistants, these students receive in-class translation of curriculum concepts when appropriate. One hundred and twenty-five Asian students from NIM schools were registered in the Extended Day Model during the 1990-91 school year.

The Area Vocational-Technical School (AVTS) Model is a mainstream instructional model which is offered to Asian LEP students who are not in NIM schools. Students follow the regular roster established by the school with the exception of English. Instead, they are rostered for one period of ESOL. Thirteen Asian students from Edison High School and 26 Asian students from Mastbaum High School were in this model during the 1990-91 school year.

I. VOCATIONAL SUPPORT SERVICES (Cont'd)

B. How many Asian LEP students received vocational support services at NIM schools during the 1990-91 school year?

TABLE 1A

Asian LEP Students at NIM Schools in the Vocational Support Services Program

High Schools	AM/PM Model	Extended Day Model
University City	10	20
Furness	0	10
South Philadelphia	3	37
Kensington	0	11
Olney	1	45
Northeast	0	2
Total	14	125

Findings:

- During the 1990-91 school year, 139 Asian LEP students from six NIM schools received vocational support services. Fourteen students were enrolled in the AM/PM Model and 125 students in the Extended Day Model.

I. VOCATIONAL SUPPORT SERVICES (Cont'd)

C. What were the nationalities of these students?

TABLE 1B

Nationalities of Asian LEP Students at NIM Schools
Attending the AM/PM and Extended Day Models

Nationality	AM/PM Model	Extended Day Model
Cambodian	8	34
Chinese	2	4
Indian		9
Laotian	3	6
Pakistani		1
Vietnamese	1	71
Total	14	125

Findings:

- Of the 139 students who were receiving vocational support services during the 1990-91 school year, 72 were Vietnamese (51.80%), 42 Cambodian (30.22%), nine Indian (6.47%), nine Laotian (6.47%), six Chinese (4.32%) and one Pakistani (0.72%).

II. WELCOME CENTERS

Two Welcome Centers are operating for the screening and placement of newly arrived, non-English speaking students in grades 1-12. At the Welcome Centers, tests are administered to determine the student's proficiency in English so that appropriate school placement can be made. The results are then transmitted to the school to which the student has been assigned.

The following questions relating to the Welcome Centers were posed for the 1990-91 year:

1. For all students referred through the Welcome Centers, have all test data from the Centers been used in making ESOL placement decisions?

2. For all students referred through the Welcome Centers, have test data from the Centers been made available to the students' subject content teachers?

The data needed to answer these questions were taken directly from responses to questions on Compliance Checklists which are completed at each NIM school on a quarterly basis. Data from the October 1990 through the June 1991 Checklists were analyzed. The findings are presented on pages 7 and 8.

II. WELCOME CENTERS (Cont'd)

A. For all students referred through the Welcome Centers, have all test data from the Centers been used in making ESOL placement decisions?

TABLE 2A

Test Data from the Welcome Centers Used in Making ESOL Placement Decisions

Response	High Schools		Middle Schools		Elementary Schools	
	Oct. '90	June '91	Oct. '90	June '91	Oct. '90	June '91
Yes	7	7	3	3	22	22
No/NA*	0	0	0	0	0	0
Total	7	7	3	3	22	22

*NA = not applicable

Findings:

- All thirty-two schools reported by June 1991 that for all students referred through the Welcome Centers, all test data from the Centers had been used in making ESOL placement decisions.

II. WELCOME CENTERS (Cont'd)

B. For all students referred through the Welcome Centers, have test data from the Centers been made available to the students' subject content teachers?

TABLE 2B

Test Data From the Welcome Centers Made Available
To the Students' Subject Content Teachers

Response	High Schools		Middle Schools		Elementary Schools	
	Oct. '90	June '91	Oct. '90	June '91	Oct. '90	June '91
Yes	6	7	3	3	22	22
No/NA*	1	0	0	0	0	0
Total	7	7	3	3	22	22

*NA = not applicable

Findings:

- All of the thirty-two schools reported by June 1991 that for all students referred through the Welcome Centers, test data from the Centers had been made available to the students' subject content teachers.

III. COMMUNICATIONS

In compliance with the Asian Remedial Plan, the School District of Philadelphia is committed to ensuring timely, meaningful communication with language minority parents, guardians and students with limited English proficiency.

The following communication services have been instituted: 1) a translation team is maintained centrally to translate letters, forms and documents into twelve Asian languages, (2) principals are responsible for notifying parents/guardians through letters, in English and in their native languages, of any program changes or activities involving their children's education, (3) parents are to be notified of all meetings which address their children's individual as well as general needs, and (4) interpretive services are to be provided by school site resources for non-English speaking parents or guardians on a day-to-day basis (where necessary).

The following questions relating to Communications were posed for the 1990-91 year:

1. Are translations of all forms letters and report cards into the students' native language available and in use?

2. Are translators provided for non-English speaking parents at all report card conferences, change of program conferences, disciplinary meetings and other meetings addressing individual student needs?

The data needed to answer theses questions were taken directly from responses to questions on Compliance Checklists which are completed at each NIM school on a quarterly basis. Data from the October 1990 through June 1991 Checklists were analyzed. The findings are presented on pages 11 and 12.

III. COMMUNICATIONS (Cont'd)

A. Are translations of all form letters and report cards into the students' native languages available and in use?

TABLE 3A

Translations of Form Letters and Report Cards Into the Students' Native Languages Available and Their Use

Response	High Schools		Middle Schools		Elementary Schools	
	Oct. '90	June '91	Oct. '90	June '91	Oct. '90	June '91
Yes	6	6	2	1	18	19
No/NA*	1	1	1	2	4	3
Total	7	7	3	3	22	22

*NA = not applicable

Findings:

- Twenty-six schools reported by June 1991 that translations of all form letters and report cards into their students' native languages were available and in use.
- The six remaining schools, (one high school, two middle schools and three elementary schools) indicated that some form letters, but not report cards had been translated into one or more of the students' native languages.

III. COMMUNICATIONS (Cont'd)

B. Are translators provided for non-English speaking parents at all report card conferences, change of program conferences, disciplinary meetings and other meetings addressing individual student needs?

TABLE 3B

Translators Provided for Non-English Speaking Parents at Report Card Conferences, Change of Program Conferences, Disciplinary Meetings and Other Meetings Addressing Individual Student Needs

Response	High Schools		Middle Schools		Elementary Schools	
	Oct. '90	June '91	Oct. '90	June '91	Oct. '90	June '91
Yes	6	7	3	3	20	21
No/NA*	1	0	0	0	2	1
Total	7	7	3	3	22	22

*NA = not applicable

Findings:

- Thirty-one schools reported in June 1991 that translators were provided for non-English speaking parents at all report card conferences, change of program conferences, disciplinary meetings and other meetings addressing individual student needs.
- The remaining school (elementary level) indicated that it did not have translators because time restraints made it difficult to acquire them during the 1990-91 school year.

IV. OVERAGE YOUTH

Overage students are those students who because of their age are one or more years older than their peers in a given grade. Thus students who were age 10 at the beginning of the school year exceeded the modal age for K-4 schools, as did students who entered grades 5-8 at age 14 and those who entered grades 9-11 at age 17.

An analysis of overage students was conducted for those schools whose organization was:

1) K-4 at the elementary level,

2) K-8* or 5-8 at the middle school level, and

3) 9-12 at the high school level for 9th, 10th and 11th graders.

The findings are presented on page 14.

Factors contributing to students being overage were: 1) students may have been older when they entered the system, 2) entry documents may have indicated that students were younger than they in fact were, revealed by the onset of pubescence and 3) parents may have requested that the student remain in grade.

---

*Although K-8 schools are elementary schools they have middle school grades, i.e., grades 5-8.

IV. OVERAGE YOUTH (Cont'd)

A. What are the number and percentage of Asian LEP students who are overage?

TABLE 4

Number and Percentage of Overage
Asian LEP Students, By School Type

Type of School	Age (Yrs.)	School Code		Grade	Total Students	Overage Students	Percent of Total Within Grade
K-4	10+	226		1	79	0	0.00
		721		2	74	0	0.00
				3	58	3	5.17
				4	35	12	34.29
Total					246	15	6.10
K-8	14+	127	272	1	162	0	0.00
5-8		134	710	2	151	0	0.00
		212	711	3	119	0	0.00
		234	720	4	118	0	0.00
		247	724	5	98	0	0.00
		258	727	6	107	1	0.93
		264	739	7	93	7	7.53
		269	740	8	98	41	41.84
Total					946	49	5.18
9-12	17+	108	501	9	255	49	19.22
		200	702	10	233	109	46.78
		216	712	11	175	124	70.86
		432	802				
Total					663	282	42.53
Grand Totals					1855	346	18.65

Findings:

- Fifteen Asian LEP students (6.10%) in K-4 NIM schools were 10 years old or older as of September 1, 1990.
- Forty-nine Asian LEP students (5.18%) in K-8 and 5-8 NIM schools were 14 years old or older as of September 1, 1990. The majority (n=41) were in 8th grade.
- Two hundred and eighty-two Asian LEP students (42.53%) in 9-11th grade were 17 years old or older as of September 1, 1990.
- In total, 346 Asian LEP students were overage at NIM schools where the highest grade was 4th, 8th, or 12th. These students represented 18.65% of the total number of Asian LEP students at these schools.